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ABSTRACT

The document includes guidelines for the planning and organization of an instructional program for a course of study in typewriting and a complete course outline. The course is divided into the following units: (1) basic typewriting, (2) personal applications, (3) business and personal applications, (4) special applications, (5) office applications, (6) clerical letter typewriting, (7) clerical form typewriting, (8) production typewriting, (9) integrated project typewriting, (10) statistical typewriting, (11) technical typewriting, (12) legal typewriting, and (13) medical typewriting. For each unit instructional objectives, with several related suggested performance objectives, sample assessment measures and sample criterion are presented, followed by a content outline, and a resource list (teacher reference materials, textbooks, supplementary books, periodicals, films, records, tapes, and transparencies). Appended materials include a student typewriting technique evaluation sheet, rules for marking and counting errors with examples, methods for scoring timed writings, evaluation standards, a typewriter mystery game,and suggestions for identifying and analyzing errors. An annotated bibliography incorporating all the unit resource lists is also included. (EC)

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ED117487

CE

A Course of Study

TYPING

MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

CE008157

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Montgomery County Public Schools

FALL 1975

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INTRODUCTION

This document is intended to serve as a course of study for typewriting. It provides suggested guidelines for school staffs in planning and organizing the instructional program and for teachers in making appropriate decisions about teaching. The course of study has been structured in such a way as to permit the teacher to adapt the materials for traditional group instruction, small group instruction and/or individualized instruction.

Instructional course objectives, suggested performance objectives, suggested assessment measures, resources and teacher aids are all included to help the teacher plan, present, evaluate, and expand the curriculum materials. The suggested performance objectives, assessment measures, and resources are neither conclusive nor exhaustive. It is intended that the teacher will expand and/or modify these areas to accommodate the needs of particular classes and/or class situations.

OVERVIEW

Typewriting I is the traditional one-year course required of all students who are pursuing a business education sequence. Many non-business education students also elect it. The course is designed to help students develop basic skills in typewriting and to obtain an acceptable performance level in the production of typewritten material. Emphasis is placed on the development of good typewriting techniques, speed, and accuracy. Applications for both business and personal use are included in the course. The content includes learning the keyboard by the touch method; typing personal and business letters; arranging and typing outlines; working tabulation problems; typing manuscripts; making carbon copies; and preparing stencils and master sets. Upon the completion of Typewriting I, most students should be able to:

- demonstrate mastery of the basic typewriting skills
- demonstrate efficiency in solving elementary typewriting problems
- apply correct typewriting techniques in the production of typewritten materials
- demonstrate the ability to meet the speed and accuracy performance standards suggested in the contents of this guide

Typewriting II is the second course in a two-year sequence required of business education students. Students further develop their typewriting skills and apply them with a high degree of vocational competency. Special emphasis in placed on preparing students to qualify for Civil Service positions (most other businesses and industries have comparable requirements). The content includes advanced training in the material covered in Typewriting I; the preparation of business forms; legal typing; production practice and measurement; employment tests; and letters of application. Upon completion of Typewriting II, most students should be able to:

- demonstrate improved basic typewriting techniques
- effectively apply related learnings in the typewriting process
- demonstrate satisfactory performance level in the production of typewritten material
- demonstrate the ability to meet the speed and accuracy performance standards suggested in the contents of this guide

Typewriting is offered to 10th, 11th and 12th grade students as a requirement for those pursuing a business education sequence and as an elective for other interested students. As prescribed by the MCPS policy on Evaluating and Reporting Student Progress, evaluation will be based on evidence of the attainment of the instructional and performance objectives for the course. However, since this course is not specifically required for graduation by the Maryland State Department of Education, students may elect a Credit/No-Credit basis for evaluation, subject to the conditions outlined in the policy for the Evaluating and Reporting Student Progress.

All of the objectives of the business education program as stated in the MCPS Program of Studies are supported by this course; and it is specifically aligned with the primary purpose of Business Education as stated in the same publication, ". . . to prepare students for entrance into business careers and to enable them to render efficient service in their vocations so that they may advance to higher levels of employment."

Typewriting is one component part of the total Career Education concept in the Montgomery County Public Schools in that it affords the opportunity for the specialization phase. While the course objectives are compatible with all the MCPS goals of education, they address themselves more specifically to the Career Development area, which states:

The school must help each student gain

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests unrestricted by stereotypes of sex, race, or socioeconomic level
- the knowledge, skills, and abilities that enable [the student] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

BASIC TYPEWRITING

I. INSTRUCTIONAL OBJECTIVES — Students will develop skill in (1) operation of alphabetic and number keys, control keys, and manipulative parts of the typewriter by the touch method, using correct techniques; and (2) typing with speed and accuracy.

INSTRUCTIONAL OBJECTIVE 1 — Students will develop basic typewriting skill in the operation of alphabetic and number keys, control keys, and manipulative parts of the typewriter by the touch method, using correct techniques.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type words, sentences, and paragraphs, using alphabetic, number, and control keys, and manipulative parts of the typewriter by the touch method with correct keystroking patterns.	The typing techniques of each student will be observed by the teacher and evaluated on a techniques check sheet. Sample Criterion: . Stroking . Eyes on copy . Posture . Keyboard control . Manipulative control . Work habits Appendix A

INSTRUCTIONAL OBJECTIVE 2 — Students will type copy with speed and accuracy and develop the techniques of proofreading and marking typing mistakes.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to proofread typewritten copy, mark typing mistakes, and count errors.	Type selected copy, proofread, mark typing mistakes, and count errors. (Appendix B) Sample Criterion: . All errors identified and marked . Errors counted correctly
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected copy for three minutes to determine individual rate of speed and accuracy. Sample Criterion: . Proper format used for timed writings . Rate of speed determined correctly

- All errors marked (Appendix C)
- Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Basic Typing Skills

1. Typewriter

a) Parts
b) Position on desk with textbooks and materials

2. Typing position

a) Body position at typewriter
b) Finger position on keys
c) Eyes on copy

3. Stroking techniques

a) Fingers curved over keys
b) Quick, even strokes

4. Keys

a) Home keys
b) Additional alphabetic and punctuation keys
c) Number and symbol keys

5. Control keys and manipulative parts

a) Space bar
b) Shift keys
c) Carriage return
d) Margin set
e) Paper release
f) Line-space regulator
g) Tabulator control keys
h) Carriage release key

B. Basic Typing Applications

1. Word, sentence, and paragraph typing

a) Spacing after end-of-sentence punctuation
b) Line spacing between paragraphs
c) Paragraph indentions

2. Proofreading, marking mistakes, and counting errors

a) Identifying and analyzing errors (Appendix F)

(1) Incorrect and omitted/added letters

(2) Transpositions
(3) Faulty spacing

(a) Between words
(b) After punctuation
(c) Between paragraphs
(d) Paragraph indentions

b) Marking all typing mistakes
c) Counting all errors in copy typed

3. Computing speed

a) Finding total words typed, computing from strokes, if necessary
b) Finding words per minute

4. Timed writings

a) Three-minute writings
b) Drilling to improve accuracy control
c) Drilling to improve speed control
d) Meeting speed and accuracy performance standards

5. Centering copy

a) Vertical by mathematical method
b) Horizontal by backspace-from-center method

6. Tabulations

a) Clearing and setting tabs
b) Operating tab mechanism

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E. FILMS

MCPS F 5385 Posture and Keyboard. 21 minutes, B & W

F. RECORDS

Records for Gregg Typing, 191 Series: Keyboard Drills and Exercises. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., n.d.

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TYPEWRITING: PERSONAL APPLICATIONS

I. INSTRUCTIONAL OBJECTIVES -- Students will develop skill in (1) typing memorandums, short reports, outlines, and lecture notes; (2) typing personal notes, postal cards, personal business letters, carbons, and envelopes; (3) typing library reports and manuscripts; (4) typing tables of various styles; (5) typing the most common business letters, news releases, itineraries, and programs; (6) typing with speed and accuracy on timed writings.

INSTRUCTIONAL OBJECTIVE 1 -- Students will develop skill in typing memorandums, short reports, outlines, and lecture notes.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type memorandums and announcements.	Type a memorandum with date and subject in block style, single spaced, on a half sheet of paper. Correct all errors. Sample Criterion: . Half sheet of paper . Margins correct . Date and subject line correctly placed . Style and spacing correct . Errors corrected
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type short reports, book reviews, and themes.	Type a one-page report in rough-draft form. Proofread, indicate corrections using proofreaders' marks, and retype making corrections. Sample Criterion: . Proofreaders' marks on rough draft . Oral and written directions followed . Margins and spacing correct . Errors corrected
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type outlines.	On a half sheet of paper, type a topic outline as provided from rough draft, handwritten copy, using appropriate format. Correct errors.

Sample Criterion:

- Size paper correct
- Format appropriate
- Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type lecture notes in appropriate format from handwritten copy.	Type in theme-style notes taken from classroom lecture. Sample Criterion: . Copy well organized . Errors corrected
Students should be able to type from handwritten copy the minutes of a meeting.	Type from handwritten copy the minutes of a meeting, using appropriate format. Sample Criterion: . Organization identified in heading . Date, time, place, and members present indicated . Margins correct . Content enumerated . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 -- Students will develop skill in typing personal notes, postal cards, personal business letters, carbons, and envelopes.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type personal notes on off-size stationery.	Type a personal note horizontally on a half sheet of paper. Sample Criterion: . Letter style . Correct margins . Salutation and complimentary closing . Errors corrected
Students should be able to type personal business letters.	Type a personal business letter in modified block style, blocked paragraphs, one carbon, and envelope. Correct all errors.

Sample Criterion:

- Style and punctuation correct
- Margins and spacing correct
- Signature
- Envelope
- Clear carbon with corrections
- Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type postal cards.	Address a postal card and provide the return address. Type a message on the reverse side in the appropriate format, making all corrections.

Sample Criterion:

- Return address properly typed
- Mailing address properly spaced and typed
- Message side properly typed
- Errors corrected

INSTRUCTIONAL OBJECTIVE 3 -- Students will develop skill in typing library reports and manuscripts.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type manuscripts for binding — with footnotes, title page, content, bibliography, and note cards.	Type a multi-page manuscript for binding — with footnotes, title page, contents, and bibliography.

Sample Criterion:

- Title page
- Contents in manuscript format
- Footnotes
- Bibliography
- Pages numbered
- Errors corrected

INSTRUCTIONAL OBJECTIVE 4 — Students will develop skill in typing tables of various styles.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type tables with headings.	Type a table with column headings on a half sheet of paper.

Sample Criterion:

- Table centered vertically and horizontally
- Headings centered over columns
- Spacing uniform
- Errors corrected

INSTRUCTIONAL OBJECTIVE 5 -- Students will develop skill in typing the most common business letters, news releases, itineraries, and programs.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type the block and modified block style business letter.	Type a business letter in modified block style with block paragraphs and mixed punctuation. Correct all errors.

Sample Criterion:

- Style and punctuation correct
- Margins and spacing correct
- Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type an itinerary and a news release.	Type an itinerary in appropriate form.

Sample Criterion:

- Arrangement easy-to-read
- All information complete
- All numbers accurate
- Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type masters for reproduction.	Type a report on a ditto master.

Sample Criterion:

- Report form correct
- Master acceptably typed
- Errors corrected on master

INSTRUCTIONAL OBJECTIVE 6 -- Students will develop skill in typing with speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected copy for five minutes to determine rate of speed and accuracy.

Sample Criterion:

- Proper format for timed writings
- All errors marked
- Rate of speed determined correctly
- Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Memorandums

1. Style
2. Heading lines
3. Paper size

B. Short Reports

1. Margins
2. Spacing
3. Title
4. Special features
5. Ditto master

C. Erasing and Correcting Errors

1. Procedures for erasing
2. Applying rules to typing

D. Proofreading

1. Proofreaders' marks
2. Typing from rough draft

E. Outlines

1. Capitalization
2. Horizontal spacing
3. Vertical spacing

F. Lecture Notes

G. Minutes of Meeting

1. Format
2. Margins
3. Heading lines
4. Accuracy of information

H. Personal Notes

1. Style
2. Punctuation
3. Placement
4. Paper size

I. Personal Business Letters

1. Style
2. Punctuation
3. Special features

J. Envelopes and Folding Letters

1. Small envelope (6 1/2" x 3 5/8")

a) Placing mailing address
b) Placing return address
c) Folding letters

2. Large envelope (9 1/2" x 4 1/8")

a) Placing mailing address
b) Placing return address
c) Folding letters

K. Postal Cards

1. Placement of mailing address
2. Placement of return address
3. Message format

L. Manuscripts and Reports

1. Reports

a) Bound and unbound reports
b) Margins
c) Second-page headings
d) Side paragraph heading

2. Manuscripts

a) Title page
b) Table of contents
c) Body format
d) Superior numbers
e) Footnotes
f) Bibliography

M. Tables

1. Arrangement

a) Horizontal placement
b) Vertical placement

2. Special features

a) Leaders
b) Secondary headings
c) Rulings
d) Footnotes

N. Applications and Résumés

1. Data needed
2. Format
3. Accuracy

O. Business Letters

1. Letterhead stationery
2. Style
3. Punctuation
4. Special features
5. Carbon copies

P. News Releases

Q. Itinerary

1. Format
2. Accuracy of information

R. Programs

1. Styles
2. Vertical centering
3. Horizontal centering

S. Skill Building

1. Untimed drills

a) Conditioning practices
b) Technique drills
c) Manipulative parts drills

T. Timed Writings

1. Varied time durations
2. Drill writings for accuracy control
3. Drill writings for speed building
4. Speed accuracy performance standards

III. RESOURCES

A. TEACHER REFERENCE MATERIALS

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E. FILMS

MCPS F 2947 Typing Skills: Building Speed. 11 minutes, Color

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TYPEWRITING: BUSINESS AND PERSONAL APPLICATIONS

I. INSTRUCTIONAL OBJECTIVES — Students will develop skill in (1) typing memorandums; (2) typing letters, envelopes, postal cards, and carbon copies; (3) typing outlines, reports, and manuscripts; (4) making corrections, composing, proofreading, dividing words, and following oral and written directions; and (5) typing timed writings.

INSTRUCTIONAL OBJECTIVE 1 — Students will develop skill in typing memorandums.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a memorandum.	Type a memorandum with date and subject in block style, single spaced, on a half sheet of paper. Correct all errors. Sample Criterion: . Margins correct . Date and subject lines placed correctly . Half sheet of paper . Style and spacing correct . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 — Students will develop the skill to type letters, envelopes, postal cards, and carbon copies.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type personal and business letters.	Type a business letter in modified block style with block paragraphs and mixed punctuation. Use a 60-space line and correct all errors. Sample Criterion: . Style and punctuation correct . Margins and spacing correct . Errors corrected
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type personal and business communications with carbon copies.	Type a personal letter in block style with mixed punctuation. Make a carbon copy and correct all errors.

Sample Criterion:

- Carbon pack assembled properly
- Errors corrected on original and on carbon copies

Suggested Performance Objective	Sample Assessment Measure
Students should be able to address envelopes used in personal and business communications; fold letters properly for each type of envelope; and fold letters and insert correctly in envelopes.	Address a large and a small envelope for letters previously typed. Fold the letters properly, and insert into the envelopes. Sample Criterion: . Return address properly typed . Mailing address properly spaced and typed . Letters folded properly . Folded letters properly inserted into correct envelopes . Errors corrected
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type postal cards used in personal and business communications.	Address a postal card and provide the return address. Type a message on the reverse side in appropriate format. Make all corrections. Sample Criterion: . Return address properly typed . Mailing address properly spaced and typed . Message side properly typed . Errors corrected

INSTRUCTIONAL OBJECTIVE — Students will develop skill in typing outlines, reports, and manuscripts.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a report.	Type a one-page report in rough draft form. Proofread; indicate corrections using standard proofreaders' marks; and retype, making corrections. Sample Criterion: . Proofreaders' marks on rough draft . Oral and written directions followed

. Margins and spacing correct
. Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type outlines.	On a half sheet of paper, type a topic outline from rough draft copy. Use appropriate format and correct all errors. Sample Criterion: . Size paper correct . Outline format appropriate . Errors corrected
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type manuscripts.	Type a two-page manuscript which will not be bound. Double space, and correct all errors. Sample Criterion: . Side margins correct . Top margins correct . Spacing correct . Numbering correct . Errors corrected

INSTRUCTIONAL OBJECTIVE 4 — Students will develop skill in making corrections, composing, proofreading, dividing words, and following oral and written directions.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to erase and correct errors following proper procedures for erasing.	Type selected copy; erase and correct errors; and apply the technique of spreading and squeezing letters when appropriate. Sample Criterion: . Proper erasing procedures used . Proper spreading and squeezing procedures used . Errors corrected
Suggested Performance Objective	Sample Assessment Measure
Students should be able to apply acceptable word division rules to typewritten copy.	Type a tabulation problem from a list of pre-selected words to be divided. Apply word division rules. The dictionary and other sources may be used for reference.

Sample Criterion:

- Words divided correctly
- Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to compose at the typewriter.	Compose and type complete sentence answers to the teacher's oral questions.

Sample Criterion:

- Answers typed in complete sentence form
- Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to interpret and follow oral and written instructions.	Demonstrate the ability to follow written instructions by typing a Typewriter Mystery Game. (Appendix E)

Sample Criterion:

- Completed picture typed correctly

INSTRUCTIONAL OBJECTIVE 5 — Students will improve speed and accuracy on timed writings.

Suggested Performance Objectives	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy.

Sample Criterion:

- Proper format for timed writings
- Rate of speed determined correctly
- All errors marked
- Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Word Division

1. Guides for word division
2. Applying rules to typing words
3. Applying rules to typing paragraphs

B. Composing

1. Sentence rough draft
2. Paragraph rough draft
3. copy

C. Erasing and Correcting Errors

1. Procedure for erasing
2. Applying rules to typing

D. Proofreading

1. Proofreaders' marks
2. Typing from rough draft

E. Memorandums

1. Block style
2. Headings
3. Paper size

F. Personal and Business Letters

1. Personal note

   a) Block style
   b) Mixed punctuation
   c) Half sheet

2. Personal business letters

   a) Modified block style
   b) Mixed punctuation

3. Business letter

   a) Letterhead stationery
   b) Modified block style
   c) Mixed punctuation
   d) Omission of typed return address
   e) Use of new two-letter state abbreviations and ZIP codes
   f) Reference initials
   g) Enclosure notation

G. Carbons

1. Assembling carbon pack
2. Correcting errors on original and carbon copies

H. Addressing Envelopes and Folding Letters for Envelopes

1. Small envelopes (6 3/4)

a) Placing address according to U.S. Postal Service standards
b) Placing return address
c) Folding letters for small envelope

2. Large envelopes (#10)

a) Placing address according to U. S. Postal Service standards
b) Placing return address
c) Folding letters for large envelope

I. Manuscripts and Reports

1. Margins for unbound style
2. Page numbering
3. Side headings
4. Superior figures
5. Footnotes

J. Postal Cards

1. Address
2. Return address
3. Message format

K. Outlines

1. Topic outline
2. Capitalization
3. Horizontal spacing
4. Vertical spacing

L. Timed Writings

1. Five-minute writings
2. Drill to improve accuracy control
3. Drill to improve speed control
4. Speed and accuracy performance standards

III. RESOURCES

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E. FILMS

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I. INSTRUCTIONAL OBJECTIVES — Students will develop skill in typing (1) business letters, (2) carbon copies, (3) tabulations, (4) manuscripts, (5) related rules of typing, and (6) timed writings.

INSTRUCTIONAL OBJECTIVE 1 -- Students will improve skill in typing business letters with envelopes and carbon copies.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type business letters with envelopes from both arranged and unarranged copy.	Type a business letter from unarranged copy using modified block style and mixed punctuation. Make a carbon copy, address an envelope, and correct all errors. Sample Criterion: . Letter style appropriate . Margins correct . Mixed punctuation . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 -- Students will assemble and use multiple carbon copies.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to assemble carbon packs and type selected copy using the carbon pack.	Assemble a carbon pack consisting of an original and two carbons. Type a one-page report with a 60-space line, using proper report format; and correct all errors. Sample Criterion: . Carbon copies correctly assembled . Proper report format used . Errors corrected

INSTRUCTIONAL OBJECTIVE 3 -- Students will improve skill in typing tabulation problems.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to arrange and type multiple column tabulation problems.	Determine the arrangement of material for a three-column tabulation problem, using the mathematical method. Type the table on a full sheet of paper, centered vertically and horizontally, and correct all errors.

Sample Criterion:

- Table arranged correctly
- Table centered vertically and horizontally
- Errors corrected

INSTRUCTIONAL OBJECTIVE 4 -- Students will improve skill in typing manuscripts with footnotes and accompanying parts.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to arrange and type manuscripts and reports with footnotes and accompanying parts such as a title page, bibliography, and table of contents.	Arrange and type a two-page, left-bound manuscript with footnotes, enumerated items, title page bibliography, and table of contents. Correct all errors.

Sample Criterion:

- Margins correct
- Footnotes positioned and typed properly
- Title page arranged properly
- Table of contents arranged properly
- Bibliography arranged properly
- Errors corrected

INSTRUCTIONAL OBJECTIVE 5 — Students will learn related rules of typewriting and develop skill in application of the rules.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to improve typewriting communications skills in capitalization, punctuation, and use of numbers	Read the study guide for capitalization; type a sentence illustrating the application of the rule; and demonstrate the learnings by typing an application-of-learning sentence which is given in problem form.

Sample Criterion:

- Capitalization rules applied correctly
- Sentences typed correctly
- Errors corrected

INSTRUCTIONAL OBJECTIVE 6 — Students will improve speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy.

Sample Criterion:

- Proper format used for timed writings
- Rate of speed determined correctly
- All errors marked
- Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Touch Typewriting Skills Improved

1. Conditioning practices
2. Finger position evaluation
3. Technique checkup

a) Keystroking
b) Control of operative parts
c) Response patterns

4. Straight copy skill checkup
5. Skill transfer checkup

a) Statistical copy
b) Rough draft copy

6. Skill application inventory

a) Tabulation
b) Outlines
c) Word division

B. Business Letters

1. Special letter placement points
2. Modified block style
3. Block style
4. Mixed punctuation
5. Open punctuation
6. Carbon copies
7. Envelopes

C. Carbon Copies

1. Assembly of carbon packs
2. Multiple carbon copies

D. Tabulation Problems

1. Backspace-from-center tabulation
2. Mathematical tabulation
3. Two-column tables
4. Three-column tables
5. Table with columnar headings

E. Manuscripts and Reports

1. Topbound
2. Leftbound
3. Unbound
4. Title page
5. Table of contents
6. Bibliography
7. Footnotes
8. Superior figures
9. Page numbering

F. Related learnings

1. Capitalization guides
2. Punctuation guides
3. Number guides

G. Timed Writings

1. Five-minute writings
2. Drill to improve accuracy control
3. Drill to improve speed control
4. Speed and accuracy performance standards

III. RESOURCES

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1. INSTRUCTIONAL OBJECTIVES -- Students will apply typing skills in (1) preparing business letters with special features; (2) preparing tabulations, reports, and business forms; (3) preparing stencils and spirit masters; and (4) typing timed writings.

INSTRUCTIONAL OBJECTIVE 1 — Students will apply typing skills in preparing business letters with special features.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a variety of business letters containing special features.	Type business letters with these special features: Enclosure notations Carbon copy notations Postscripts Sample Criterion: . Vertical placement . Horizontal placement . Special lines properly positioned and placed . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 — Students will apply typing skills in preparing tabulations, reports, and business forms.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type tabulation problems.	Arrange and type selected copy in columnar (table) form on a full sheet of paper. Sample Criterion: . Vertical placement . Horizontal placement . Spacing between columns . Errors corrected
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a series of business reports.	Type a topbound report including a title page and table of contents.

Sample Criterion:

- Title page centered
- Table of contents centered vertically
- Margins correct
- Pages numbered
- Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type purchase orders, bills of lading, invoices, and voucher checks with carbon copies.	Type a purchase order on the forms provided. Prepare carbon copies required.

Sample Criterion:

- Alignment of words opposite headings
- Alignment of type on lines
- Position of type in relationship to lines
- Errors corrected

INSTRUCTIONAL OBJECTIVE 3 — Students will apply typing skills in preparing stencils and spirit masters.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type stencils and spirit masters.	Prepare the typewriter for stencil typing and cut a stencil using appropriate correction methods.

Sample Criterion:

- Material arranged correctly
- Corrections made properly on stencil
- Errors corrected

INSTRUCTIONAL OBJECTIVE 4 — Students will improve speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy.

Sample Criterion:

- Proper format used for timed writings
- Rate of speed determined correctly

. All errors marked
. Speed and accuracy performance standards met. (Appendix D)

Suggested Performance Objective

Students should be able to type with sufficient speed and accuracy to meet minimum requirements for entrance level jobs in civil service and private industry.

Sample Assessment Measure

Type unpreviewed material for five minutes to determine individual rate of speed and accuracy.

Sample Criterion:

. Proper format used for timed writings
. Rate of speed determined correctly
. All errors marked
. Speed and accuracy performance met to comply with standards for civil service and private industry

II. CONTENT

A. Business Letters with Special Features

1. Enclosure notation
2. Carbon copy notation
3. Postscript

B. Tabulating Review

1. Vertical placement of material

a) Mathematical placement
b) Spacing after heading lines
c) Reading position

2. Horizontal placement of columns

a) Backspace from center
b) Spacing between columns
c) Columnar headings

3. Other information

a) Spacing review
b) Placement of dollar sign

C. Tabulating Applications

1. Multiple columns
2. Columnar headings
3. Ruled tables
4. Tables with leaders

D. Reports

1. Unbound
2. Leftbound
3. Topbound
4. Margins and spacing
5. Title page
6. Table of contents

E. Business Forms

1. Bill of lading
2. Invoice
3. Purchase order
4. Voucher check

F. Stencil Duplication

1. Selection of typewriter
2. Ribbon position
3. Stencil guides or markings
4. Cleaning of type bars
5. Layout or arrangement of material
6. Insertion of stencil into typewriter
7. Touch for stencil cutting
8. Making corrections

G. Spirit Duplication

1. Selection of typewriter
2. Cleaning of type bars
3. Layout or arrangement of material
4. Making corrections

H. Timed Writings

1. Timed writings of varying length
2. Timed drills to improve accuracy
3. Timed drills to improve speed
4. Speed and accuracy performance standards
5. Speed and accuracy standards for civil service and private industry

III. RESOURCES

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CLERICAL LETTER TYPEWRITING

I. INSTRUCTIONAL OBJECTIVES -- Students will develop skill in typing (1) business letters with special features; (2) letters on special-size stationery; (3) copy to be proofread, and use of proofreader's marks; (4) business letters with emphasis on capitalization and punctuation; and (5) timed writings.

INSTRUCTIONAL OBJECTIVE 1 -- Students will improve skill in typing business letters with special features.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type business letters and envelopes with special features	From unarranged copy, type three copies of a two-page letter with these special features: Company name in signature block Signer's title Blind carbon copy notation Sample Criterion: . Margins correct . Second page heading correct . Company name correctly typed and placed . Signer's title correctly placed . Carbon copy notation indicated on appropriate copies . Errors corrected
Students should be able to type business letters with special features in the body of the letters.	Type a business letter with unarranged three-column tabulation in the body in proper format. Sample Criterion: . Margins correct . Tabulation centered horizontally within margins . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 -- Students will type letters on special-size stationery.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type letters on special-size stationery.	Type a selected letter on government-size stationery in proper format.

Sample Criterion:

- Correct size stationery (8 x 10 1/2")
- Margins correct
- Date correctly placed
- Errors corrected

Sample Assessment Measure

Type a short letter on half-size stationery in proper format.

Sample Criterion:

- Correct size stationery used (5 1/2" x 8 1/2")
- Letter placed correctly on stationery
- Margins correct
- Date correctly placed
- Errors corrected

INSTRUCTIONAL OBJECTIVE 3 -- Students will proofread, use proofreaders' marks, and make corrections.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to use proofreaders' marks and type final copies from rough draft.	Given an uncorrected letter, use proofreaders' marks to indicate corrections; and then type the letter correctly. Sample Criterion: . Proofreaders' marks used on original copy . All errors marked on original copy . Letter typed with all errors corrected as indicated by proofreaders' marks
Suggested Performance Objective	Sample Assessment Measure
Students should be able to make corrections on typewritten copy, using a variety of correction methods.	Type three letters from selected copy. Using one of the following correction methods, make corrections on each copy: typing eraser correction tape white-out

Sample Criterion:

- Errors removed or covered
- Corrections even and corrected copy no lighter nor darker than other typing

INSTRUCTIONAL OBJECTIVES — Students will punctuate and capitalize business letters.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to punctuate business letters in a variety of styles.	Type three letters from unarranged copy, using one of the following styles of punctuation in each letter: open punctuation mixed punctuation closed punctuation

Sample Criterion:

- Correct punctuation used in salutation
- Correct punctuation used in complimentary close
- Correct punctuation used in address
- Errors corrected

INSTRUCTIONAL OBJECTIVE 5 — Students will improve speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy.

Sample Criterion:

- Proper format used for timed writings
- Rate of speed determined correctly
- All errors marked
- Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Business Letters and Envelopes with Special Features

1. Attention line
2. Subject line

3. Company name in signature
4. Signer's title
5. Blind carbon copy notation
6. Quoted material in body
7. Tabulation in body
8. Second-page headings

B. Letters on Special-Size Stationery

1. Half size
2. Executive
3. Government

C. Proofreading

1. Review of proofreaders' marks
2. Proofreading, marking own typewritten copy and retyping
3. Typing from selected copy containing proofreaders' marks

D. Making Corrections

1. Using typewriter eraser
2. Using correction tape
3. Using white-out
4. On carbon copies
5. Squeezing and spreading

E. Punctuation and Capitalization

1. Punctuation style

a) Open
b) Mixed
c) Closed

2. Related Learning Guides

a) Punctuation
b) Capitalization
c) Use of numbers
d) Abbreviations

F. Timed Writings

1. Five-minute writings
2. Drill to improve accuracy control
3. Drill to improve speed control
4. Speed and accuracy performance standards

III. RESOURCES

A. TEACHER REFERENCE MATERIALS

Lessenberry, D. D., et al. Century 21 Typewriting, Advanced Course, Teacher's Manual. Pelham Manor, N. Y.: South-Western Publishing Co., 1972.

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CLERICAL FORM TYPEWRITING

I. INSTRUCTIONAL OBJECTIVES — Students will develop skill in typing (1) statistical tables and itineraries; (2) stencils and spirit master; and (3) timed writings.

INSTRUCTIONAL OBJECTIVE 1 — Students will develop typewriting skill in arranging and typing statistical tables and itineraries.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to arrange and type financial statements in table form.	Arrange and type a financial statement in correct form on a full sheet of paper. The statement will include main and secondary headings, columnar headings, vertical and horizontal rulings, leaders, and footnotes. Sample Criterion: . Statement centered vertically and horizontally . Main and secondary headings centered . Columnar headings centered over columns . Lines placed correctly . Footnotes placed correctly . Errors corrected
Suggested Performance Objective	Sample Assessment Measure
Students should be able to arrange and type an original and carbon copy of an itinerary.	Arrange and type an itinerary from selected copy. Prepare a carbon copy. Correct all errors. Sample Criterion: . Top, side, and bottom margins correct . Headings centered . Appropriate spacing of internal material: body, enumerations, and footnotes . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 — Students will develop typewriting skill in preparing stencils and spirit masters for duplication.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to develop skill in stencil and spirit duplication.	Type a form letter on a stencil. Reproduce copies and fill-in required information as directed.

Sample Criterion:

- Material properly arranged
- Neat appearance of duplicated letters
- All required data inserted properly
- Errors corrected

INSTRUCTIONAL OBJECTIVE 3 -- Students will improve speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy.

Sample Criterion:

- Proper format used for timed writings
- Rate of speed determined correctly
- All errors marked
- Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Statistical Tables

1. Basic information

a) Typing statistical copy
b) Proofreading statistical copy
c) Spacing tables
d) Steps in tabulating

2. Tables with columnar headings
3. Tables with rulings
4. Tables with grouped data, leaders, and notes

B. Itineraries

1. Vertical and horizontal placement
2. Margins
3. Spacing of internal material

C. Stencils and Spirit Masters

1. Stencil and spirit master typing procedures reviewed
2. Operation of duplicating machines
3. Form letters

a) Preparing copies
b) Making insertions

D. Timed Writings

1. Five-minute writings
2. Drill to improve accuracy control
3. Drill to improve speed control
4. Speed and accuracy performance standards

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I. INSTRUCTIONAL OBJECTIVES — Students will (1) improve skill in production typing of business letters, business reports, tabulated reports, and business forms; (2) increase speed and accuracy on spript, rough draft, and statistical materials; and (3) improve skill in typing timed writings.

INSTRUCTIONAL OBJECTIVE 1 — Students will develop skill in production typing of business letters, business reports, tabulated reports, and business forms for greater occupational competency.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type job tasks involving business letters accurately and at appropriate rates.	Type letters from unarranged copy with all stylistic features arranged correctly, at an appropriate production rate. Sample Criterion: . Letter style appropriate . Punctuation correct . Centered vertically and horizontally . Words divided correctly . Envelope addressed properly . Copy accurate
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type job tasks involving business reports accurately and at appropriate rates.	Type a business report in unbound style with a secondary heading and columnar table, at an appropriate production rate. Sample Criterion: . Proper margins . Centered headings . Spacing of special features . Columns centered . Words divided correctly . Copy accurate . Appropriate production rate
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type job tasks involving tabulated reports accurately and at appropriate rates.	Type a statistical table with a carbon copy. Sample Criterion: . Title centered properly . Centered vertically and horizontally

- Columnar headings centered
- Proper spacing
- Statistical items correct
- Appropriate production rate

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type job tasks involving business forms accurately and at appropriate rates.	Type an invoice on the proper printed form. Sample Criterion: . Printed form correct . Copy aligned properly . Complete information provided . Appropriate production rate

INSTRUCTIONAL OBJECTIVE 2 -- Students will develop increased skill in typing script, rough draft copy, and statistical material.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from script, rough draft copy, and statistical material at appropriate rates.	Type in table form a ten-minute timed writing of statistical material. Determine the vertical placement before measurement timing begins. Sample Criterion: . Centered vertically and horizontally . Statistical items correct . Appropriate production rate

INSTRUCTIONAL OBJECTIVE 3 — Students will improve speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy. Sample Criterion: . Proper format used for timed writings . Rate of speed determined correctly . All errors marked . Speed and accuracy performance standards met (Appendix D)

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type with sufficient speed and accuracy to meet minimum requirements for entrance level jobs in civil service and private industry.	Type unpreviewed material for five minutes to determine individual rate of speed and accuracy. Sample Criterion: . Proper format used for timed writings . Rate of speed determined correctly . All errors marked . Meets speed and accuracy performance standards for civil service and private industry.

II. CONTENT

A. Business Letters

1. Letter styles
2. Punctuation styles
3. Placement on paper
4. Accuracy
5. Envelopes
6. Word division
7. Production rate

B. Business Reports

1. Margins
2. Headings
3. Special features
4. Accuracy
5. Centered columns
6. Word division
7. Production rate

C. Tabulated Reports

1. Title
2. Centered on paper
3. Column headings
4. Spacing
5. Accuracy
6. Alignment
7. Production rate

D. Business Forms

1. Printed forms
2. Alignment
3. Completeness of information
4. Accuracy
5. Production rate

E. Timed Writings

1. Type of copy

   a) Script copy
   b) Rough draft copy
   c) Statistical copy
   d) Straight copy

2. Time durations
3. Drill to improve accuracy control
4. Drill to improve speed control
5. Speed and accuracy performance standards
6. Speed and accuracy performance standards for civil service and private industry

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INTEGRATED PROJECT TYPEWRITING

I. INSTRUCTIONAL OBJECTIVES — Students will develop skill in (1) typing in a technical office; (2) typing in a government office; (3) typing in an insurance office; (4) typing a simulated employment situation; (5) typing on an IBM Executive Typewriter; (6) typing from transcribing equipment; and (7) improving speed and accuracy on timed writings.

INSTRUCTIONAL OBJECTIVE 1 -- Students will apply basic knowledge, skills, and previously learned concepts to the production of related typewriting materials in a technical office.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a computer program from selected and arranged copy in a technical office.	Type a Fortran statement from arranged copy in correct sequence. Correct all errors. Sample Criterion: . Margins correct . Spacing and punctuation accurate . Characters typed correctly . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 — Students will apply basic knowledge, skills, and previously learned concepts to the production of related typewriting materials in a government office.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to arrange and type a government report.	Determine the arrangement of material, and type a two page report on government size stationery. Use one inch margins on all sides, and correct all errors. Sample Criterion: . Stationery of corrected size used . Proper margins . Spacing correct . Errors corrected

INSTRUCTIONAL OBJECTIVE 3 -- Students will apply basic knowledge, skills, and previously learned concepts to the production of related typewriting materials in an insurance office.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to plan and arrange tables consisting of statistical data from an insurance office.	Arrange and type a five-column table consisting of insurance policy date. Center the problem vertically and horizontally, and correct all errors.

Sample Criterion:

- Columns placed correctly
- Table arranged correctly
- Centered vertically and horizontally
- Errors corrected

INSTRUCTIONAL OBJECTIVE 4 -- Students will apply basic knowledge, skills and previously learned concepts to the production of typewritten materials for a simulated employment situation.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to compose and type a letter of application for a position in a business office as a stenographer.	Compose and type a letter of application for a position as a stenographer. Use your home address for the return address; make a carbon copy; address an envelope; and correct all errors.

Sample Criterion:

- Letter style chosen used correctly
- Punctuation correct
- Position correct
- Errors corrected

INSTRUCTIONAL OBJECTIVE 5 -- Students will apply typewriting skills previously learned to the operation of the IBM Executive Typewriter.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to arrange and type copy for a two-page manuscript using the IBM Executive Typewriter.	Arrange and type a two-page manuscript from rough draft copy on the IBM Executive Typewriter. Use proper format, and correct all errors.

Sample Criterion:

- Correct typewriter used
- Format appropriate
- Rough draft corrections made properly
- Errors corrected

INSTRUCTIONAL OBJECTIVE 6 -- Students will apply basic typewriting skills previously learned to the typing of business information from various types of transcribing equipment.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to transcribe and type business letters from transcribing belts on related equipment.	Determine the placement and transcribe a business letter from an electronic belt. Select an appropriate letter style and punctuation. Correct all errors.

Sample Criterion:

- Letter style selected typed correctly
- Punctuation correct
- Transcript accurate
- Errors corrected

INSTRUCTIONAL OBJECTIVE 7 -- Students will improve speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy. Sample Criterion: . Proper format used for timed writings . Rate of speed determined correctly . All errors marked . Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Technical Office Typing

1. Manuscript
2. Fortran statement
3. Interoffice memorandums
4. Technical letter
5. Specifications sheet
6. Speed and accuracy building

B. Government Office Typing

1. Reports and manuscripts
2. Letters
3. Disposition forms
4. Speed and accuracy building

C. Employment Activities Typing

1. Letter of application
2. Personal data sheet
3. Application blank
4. Speed and accuracy building

D. Insurance Office Typing

1. Monthly reports
2. Form Letters
3. Insurance invoices
4. Policy fill-ins
5. Speed and accuracy building

E. Transcribing Techniques

1. Operating instructions
2. Student transcription material

a) Business letters
b) Interoffice memorandums
c) Reports and manuscripts
d) Selected material chosen from

(1) General business communications
(2) Secretarial development
(3) Government
(4) Education
(5) Communications
(6) Transportation
(7) Advertising and publishing

F. IBM Executive Typewriter

1. Typewriter position and posture
2. Proportional spacing
3. Special key and symbol use
4. Realigning copy and typing corrections
5. Centering
6. Outlines
7. Business letters
8. Manuscripts and reports

G. Timed Writings

1. Five-minute writings
2. Drill to improve accuracy control
3. Drill to improve speed control
4. Speed and accuracy performance standards

III. RESOURCES

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I. INSTRUCTIONAL OBJECTIVES — Students will develop special skill in typing (1) tabulated material; (2) tables; (3) special problems consisting mainly of numbers; and (4) with speed and accuracy on timed writings.

INSTRUCTIONAL OBJECTIVE 1 -- Students will develop special skill in typing tabulated material consisting mainly of numbers.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type multi-column statistical tables.	From selected copy, type a monthly insurance report sideways on an 8/1/2" x 11" sheet of paper. Double space the items. Sample Criterion: . Vertical placement . Horizontal placement . Spacing between columns . Spacing between lines . Spacing between headings . Centering of main and secondary headings . Centering of columnar headings . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 -- Students will develop special skill in typing tables consisting mainly of numbers.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type business letters containing statistical tables.	From selected copy, type a letter in the modified block style with blocked paragraphs and mixed punctuation. Use a 70-space line, and leave ten spaces between the columns of the table. Sample Criterion: . Letter style . Punctuation Style . Vertical placement . Horizontal placement . Special lines (acceptably positioned and spaced) . Spacing between columns . Errors corrected

INSTRUCTIONAL OBJECTIVE 3 -- Students will develop special skill in typing special problems consisting mainly of numbers.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type accounting reports.	Type a profit and loss statement, and a balance sheet for a given six-months period. Sample Criterion: . Top and bottom margins appropriate . Side margins appropriate . Headings centered or appropriately positioned . Correct spacing above and below headings . Errors corrected

INSTRUCTIONAL OBJECTIVE 4 -- Students will develop skill in typing with speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy. Sample Criterion: . Format for timed writings appropriate . Rate of speed determined correctly . All errors marked . Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Basic Skill Building

1. Figure and symbol key review
2. Number warmup drills
3. Calling-the-throw number drills
4. Statistical paragraphs

B. Tabulation Problems

1. Two-column tables without column headings

a) Spacing the total line and the total
b) Setting tabulator stop for greatest number of entries

2. Two-column tables with column headings

    a) Centering column headings

3. Three-column tables
4. Judgment placement of multi-column tables

    a) Deciding on number of spaces between columns

5. Tables with special problems

    a) Placing footnotes in tables
    b) Typing leaders
    c) Typing horizontal rulings
    d) Typing braced headings
    e) Typing tables sidewise on the paper

6. Tables in rough draft and script

C. Business Papers with Tabulated Reports

1. Business letters with tables
2. Accounting reports

    a) Profit and loss statement
    b) Balance sheet

3. Tables in themes, theses, and other reports

    a) Centering headings and tables over the line of writing

D. Tabulation Tests

1. Numerical typing test
2. Multi-column tabulation test
3. Speed tests with tables

    a) Five-minute timed writings
    b) Drills to improve accuracy
    c) Drills to improve speed
    d) Determine letter grade

E. Timed Writings

1. Five-minute writings
2. Drill to improve accuracy control
3. Drill to improve speed control
4. Speed and accuracy performance standards

III. RESOURCES

A. TEACHER REFERENCE MATERIALS

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TECHNICAL TYPEWRITING

I. INSTRUCTIONAL OBJECTIVES -- Students will develop skill in typing (1) scientific symbols; (2) formulas, equations, and expressions; (3) technical proposals and reports; and (4) with speed and accuracy on timed writings.

INSTRUCTIONAL OBJECTIVE 1 -- Students will develop skill in typing scientific symbols.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to construct mathematical and scientific symbols.	Type a list of mathematical and scientific symbols. Sample Criterion: . Symbols constructed by use of interchangeable keys, template (Rapidesign #50), or construction process . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 -- Students will develop skill in typing scientific formulas, equations, and expressions.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to construct equations and expressions, using Greek letters.	Type a selected list of equations containing Greek letters. Sample Criterion: . Greek alphabet constructed by use of template (Rapidesign #17), or construction process. . Equation starting on correct vertical line . Equation constructed correctly . Errors corrected

INSTRUCTIONAL OBJECTIVE 3 -- Students will develop skill in typing technical proposals and reports.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a technical report containing scientific symbols, formulas and graphs.	Type the body of a technical report from selected copy containing symbols, formulas, and line graphs.

Sample Criterion:

- Symbols constructed correctly
- Formulas constructed with correct vertical spacing
- Graphs labeled with correct callouts
- Content correctly arranged
- Errors corrected

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a complete technical report.	Type a technical report from selected rough draft copy including all parts from title page through distribution list.

Sample Criterion:

- Title page
- Lists of contents/illustrations/ tables
- Body of report
- Bibliography
- Appendices
- Distribution list
- Errors corrected

INSTRUCTIONAL OBJECTIVE 4 — Students will develop skill in typing with speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected straight copy for five minutes to determine individual rate of speed and accuracy.

Sample Criterion:

- Proper format used for timed writings
- Rate of speed determined correctly
- All errors marked
- Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Technical Correspondence

1. Internal

a) Informal memo
b) Progress reports
c) Trip reports

2. External

   a) Formal letters
   b) Manuals
   c) Articles for publication

3. Military

4. Technical

   a) Specifications
   b) Technical proposals
   c) Technical reports

      (1) Title page
      (2) List of contents
      (3) List of illustrations
      (4) List of tables
      (5) Introduction
      (6) Body
      (7) Summary, conclusion, recommendation
      (8) Flysheet
      (9) Nomenclature and abbreviation list
      (10) References
      (11) Bibliography
      (12) Appendices
      (13) Distribution list

B. Special Symbols

   1. Mathematical symbols
   2. Chemical symbols
   3. Greek alphabet
   4. Superscripts
   5. Subscripts

C. Equations and Formulas

   1. Display equations
   2. Matrices
   3. Reaction equations
   4. Dot bonds
   5. Line bonds
   6. Benzene rings
   7. Chain formulas
   8. Ring formulas

D. Charts/Graphs

   1. Bar charts
   2. Histograms
   3. Pie charts
   4. Flow charts
   5. Organization charts
   6. Pictograms
   7. Schematics

E. Timed Writings

1. Timed writings of varying length
2. Timed drills to improve accuracy
3. Timed drills to improve speed
4. Speed and accuracy performance standards

III. RESOURCES

A. TEACHER REFERENCE MATERIALS

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LEGAL TYPEWRITING

I. INSTRUCTIONAL OBJECTIVES — Students will develop skill in (1) typing a variety of legal documents; (2) transferring information accurately from one legal document to another; and (3) typing with speed and accuracy on timed writings.

INSTRUCTIONAL OBJECTIVE 1 — Students will develop skill in typing a variety of legal documents.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type legal documents.	Type a will and a backing sheet in correct format with all errors corrected. Sample Criterion: . Margins and format correct . No corrections on names or numbers . All errors corrected without obvious corrections or smudges . Backing sheet properly typed and affixed to will
Suggested Performance Objective	Sample Assessment Measure
Students should be able to type fill-in information on legal documents.	From information given, type a stock certificate. Sample Criterion: . Pertinent information typed in correct blank . Type above lines properly aligned . All errors corrected without obvious corrections or smudges

INSTRUCTIONAL OBJECTIVE 2 — Students will develop skill in transferring information accurately from one legal document to another.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to transfer legal information from source documents to new documents.	From information available on Articles of Organization and the Corporation file, type Incorporators' Waiver of Notice and Directors' Waiver of Notice. Sample Criterion: . All pertinent information transferred . Names spelled correctly (no corrections permitted)

- Errors corrected
- Type above lines properly aligned

INSTRUCTIONAL OBJECTIVE 3 -- Students will be able to improve basic skill in typing with speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected copy for five minutes to determine rate of speed and accuracy. Sample Criterion: . Proper format used for timed writings . All errors marked . Rate of speed determined correctly . Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Legal Typing

1. Legal paper with vertical rulings
2. Legal forms for fill-in
3. Backing sheets
4. Page numbering
5. Corrections permitted
6. Legal vocabulary/terminology
7. Legal dictionaries

B. General Legal Forms

1. Power of attorney
2. Leases
3. Contracts
4. Management agreements

C. Wills and Probate

1. Wills, short and long forms
2. Wills, wholly typed
3. Probate petition
4. Fiduciary bond

D. Real Estate

1. Contract of sale
2. Mortgage
3. Bond
4. Deed

E. Bankruptcy

1. Petition in bankruptcy
2. Bankruptcy schedules of debts, claims, and real estate
3. Summary of debts and assets
4. Statement of affairs

F. Civil Action Papers

1. Pleadings for a case
2. Interrogatories
3. Designation of trial counsel
4. Pretrial memorandum

G. Criminal Action Papers

1. Notice of appearance
2. Motion for a bill of particulars
3. Indictment
4. Motion for a separate trial
5. Arguments
6. Notice of appeal

H. Partnerships

1. Copartnership agreement
2. Business certificate
3. Dissolution of copartnership
4. Statement of discontinuance

I. Corporations

1. Articles of organization
2. Stock certificates
3. Corporate resolutions
4. Incorporators' waiver of notice
5. Directors' waiver of notice
6. Bylaws

J. Timed Writings

1. Timed writings up to five minutes
2. Timed drills to improve accuracy
3. Timed drills to improve speed
4. Speed and accuracy performance standards

III. RESOURCES

A. TEACHER REFERENCE MATERIALS

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Today's Secretary. Gregg Publishing Division, McGraw-Hill Publishing Co., Inc., Hightstown, N. J.

MEDICAL TYPEWRITING

I. INSTRUCTIONAL OBJECTIVES — Students will develop skill in typing (1) medical reports; (2) fill-in medical forms; (3) information transferred from one medical document to another; and (4) with speed and accuracy on timed writings.

INSTRUCTIONAL OBJECTIVE 1 — Students will develop skill in typing medical reports.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a variety of medical reports.	Type a two-page operation report, including the preoperative diagnosis, postoperative diagnosis, and the clinical history. Sample Criterion: . Correct style used . All parts included . Errors corrected

INSTRUCTIONAL OBJECTIVE 2 — Students will develop skill in typing fill-in medical forms.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type a variety of fill-in medical forms.	Type a Request for Medicare Payment form designed by the Social Security Administration for reimbursement. Sample Criterion: . Type above lines properly aligned . All information included . Errors corrected

INSTRUCTIONAL OBJECTIVE 3 — Students will develop skill in typing information transferred from one medical document to another.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type transferred medical information from a patient's record to a request for payment form.	Type a Group Hospitalization Insurance form for a patient from the information available in the patient's records. Sample Criterion: . Type above lines properly aligned . All necessary information transferred . Errors corrected

INSTRUCTIONAL OBJECTIVE 4 — Students will be able to improve skill in typing with speed and accuracy on timed writings.

Suggested Performance Objective	Sample Assessment Measure
Students should be able to type from straight copy to meet speed and accuracy performance standards.	Type selected copy for five minutes to determine rate of speed and accuracy. Sample Criterion: . Proper format used for timed writings . All errors marked . Rate of speed determined correctly . Speed and accuracy performance standards met (Appendix D)

II. CONTENT

A. Medical Typing

1. Medical fill-in forms
2. Medical report forms
3. Accuracy and corrections
4. Medical vocabulary
5. Medical dictionary

B. Medical Reports

1. History and physical
2. Consultation reports
3. Operative reports
4. Pathology reports
5. Tissue reports
6. Discharge summary
7. Analysis of hospital service reports

C. Medical Patient Forms

1. Medical records and ledgers
2. Preadmission registration
3. Admission record
4. Patient index cards
5. Patient transfer forms
6. Nursing home admission forms
7. Admission and discharge registers

D. Insurance and Billing Reports

1. Doctor's service reports to insurance company
2. Doctor's payment request for medicare payment

3. Doctor's report for workmen's compensation
4. Group hospitalization insurance form
5. Inpatient admission and billing
6. Outpatient hospital billing
7. Provider billing by physicians

E. Timed Writings

1. Timed writings up to five minutes
2. Timed drills to improve accuracy
3. Timed drills to improve speed
4. Speed and accuracy performance standards

III. RESOURCES

A. TEACHER REFERENCE MATERIALS

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APPENDIX A

Name _____

STUDENT TYPEWRITING TECHNIQUE EVALUATION SHEET

DATE								
STROKING								
Fingers curved								
Quick, even strokes								
EYES ON COPY								
While typing								
While returning carriage								
POSTURE								
Feet flat on floor								
Body erect								
Body centered with letter J								
Elbows in								
KEYBOARD CONTROL								
Wrist low								
Hands still, not bouncing								
Forearms with little movement								
Fingers make correct reaches.								
MANIPULATIVE CONTROL								
Shift key reaches								
Paper insertion and release								
Carriage return								
Space Bar								
Tab key on bar								
WORK HABITS								
Have necessary materials.								
Follows directions.								

Students should gradually improve and advance to a satisfactory skill level.

These ratings may be used: S - Satisfactory
N - Needs improvement
U - Unsatisfactory

APPENDIX B

MARKING AND COUNTING ERRORS

Students should be taught to mark and to count the errors in their typewritten work. Here are the rules along with illustrations that indicate how to count errors. It may be helpful to duplicate this information and give a copy to each student.

1. Draw a circle around any word with an error.

   The (tean) won (severak) trophies.

2. Count a word as an error if the punctuation after it is incorrect.

   (Then ,) too, students who are learning to type must practice.

3. Count a word as an error if the spacing after it is incorrect.

   (Put) first (things) first. (Thisis) sound advice.

4. Count a word as an error if it contains a letter so light that it can hardly be seen.

   (B·gin) to type at an (eaay) pace.

5. Count a word as an error if it contains a capital letter that is so far above or below the line that part of the letter may not show.

   (Bill) and (fred) will be here for the show.

6. Count only one error against a word, no matter how many errors it may contain.

   He went to (birminghan.) She is learning to (tyoewritw.)

7. Count each omitted word as an error.

   Now is (^) time for all good men to come to (^) aid of their country.

8. Count each extra word as an error.

   Now is (is) the time for all (all) good men to come to the . . .

9. Count as an error each failure to follow directions such as in spacing or indenting.

   It does not pay to frown and be sad. There is joy for all of us if we will find it or make it.

   (It) pays to learn to smile. A smile can change the way we look to others as well as the way we look at things. It (cousts) too much to frown; so, smile.

APPENDIX C

SCORING TIMED WRITINGS

There are several methods of scoring timed writings. These are gross words a minute, with a limit on the number of errors without penalty; correct words a minute, with a penalty for each error; net words a minute, with a penalty for each error; and the error cut-off method. The following two methods are recommended for use in scoring all timed writings:

The Gross Words a Minute Method

Divide the total number of words typed by the length of the test with no deduction made for errors up to the error limit. The timed writing standards give the limit on both length of time and number of errors. For each error over the error limit, a penalty of five words a minute is deducted from the words a minute to find the score.

The Error Cut-Off Method

Figure the speed as though the time had expired and typing had stopped the word before the excessive error. The timed writing standards give the limit on length of time and number of errors. The total number of words typed up to the excessive error are divided by the length of the text.

APPENDIX D

EVALUATION STANDARDS

Timed Writing Speed and Accuracy Performance Standards

Nine-Week Period	Length of Timing	Error Limit	Minimum Speed for A	B	C	D	Type of Material
1	3	6	35	30	20	15	Previewed
2	5	5	40	35	25	20	New
3	5	5	47	42	32	27	New
4	5	5	55	50	40	35	New
5	5	5	55	50	40	35	New
6	5	5	58	53	43	37	New
7	5	5	62	57	47	42	New
8	5	5	65	60	50	45	New

Bases for Marking Period Grades

Nine-Week Period	Techniques and Related Learnings	Timed Writings	Problem Typing
1 - 4	1/3	1/3	1/3
5 - 8	-	1/3	2/3

APPENDIX E

TYPEWRITER MYSTERY GAME*

Directions for solving the mystery: Insert paper in typewriter; space down seven single spaces from the top; set side margins for a 62-space line; and begin typing, line by line. Symbols: "5%" means strike % five times; "2sp" means strike space bar two times; etc. Keep shift lock depressed throughout entire typing.

Line

1--30sp, 2%
2--20sp, 5%, 5sp, 2%, 5sp, 5%
3--21sp, 5%, 3sp, 4%, 3sp, 5%
4--22sp, 4%, 2sp, 6%, 2sp, 4%
5--22sp, 4%, 2sp, 6%, 2sp, 4%
6--21sp, 5%, 2sp, 6%, 2sp, 5%
7--20sp, 5%, 1sp, 10%, 1sp, 5%
8--20sp, 4%, 1sp, 12%, 1sp, 4%
9--20sp, 3%, 1sp, 14%, 1sp, 3%
10--20sp, 2%, 1sp, 16%, 1sp, 2%
11--22sp, 18%
12--22sp, 18%
13--22sp, 18%
14--22sp, 18%
15--24sp, 14%
16--26sp, 10%
17--28sp, 6%
18--16sp, 2%, 12sp, 2U, 12sp, 2%
19--6sp, 5%, 5sp, 2%, 5sp, 5%, 2sp, 2U, 2sp, 5%, 5sp, 2%, 5sp, 5%
20--7sp, 5%, 3sp, 4%, 3sp, 5%, 3sp, 2U, 3sp, 5%, 3sp, 4%, 3sp, 5%
21--8sp, 4%, 2sp, 6%, 2sp, 4%, 4sp, 2U, 4sp, 4%, 2sp, 6%, 2sp, 4%
22--8sp, 4%, 2sp, 6%, 2sp, 4%, 4sp, 2U, 4sp, 4%, 2sp, 6%, 2sp, 4%
23--8sp, 4%, 1sp, 8%, 1sp, 4%, 4sp, 2U, 4sp, 4%, 1sp, 8%, 1sp, 4%
24--8sp, 3%, 2sp, 8%, 2sp, 3%, 4sp, 2U, 4sp, 3%, 2sp, 8%, 2sp, 3%
25--8sp, 2%, 2sp, 10%, 2sp, 2%, 4sp, 2U, 4sp, 2%, 2sp, 10%, 2sp, 2%
26--8sp, 1%, 2sp, 12%, 2sp, 1%, 4sp, 2U, 4sp, 1%, 2sp, 12%, 2sp, 1%
27--5U, 5sp, 14%, 6sp, 2U, 6sp, 14%, 5sp, 5U
28--1sp, 5U, 3sp, 16%, 5sp, 2U, 5sp, 16%, 3sp, 5U
29--2sp, 4U, 2sp, 18%, 4sp, 2U, 4sp, 18%, 2sp, 4U
30--6U, 2sp, 18%, 4sp, 2U, 4sp, 18%, 2sp, 6U
31--6U, 2sp, 18%, 4sp, 2U, 4sp, 18%, 2sp, 6U
32--6U, 2sp, 18%, 4sp, 2U, 4sp, 18%, 2sp, 6U
33--6U, 4sp, 14%, 6sp, 2U, 6sp, 14%, 4sp, 6U
34--8U, 6sp, 6%, 10sp, 2U, 10sp, 6%, 6sp, 8U
35--2sp, 8U, 6sp, 2U, 4sp, 4U, 4sp, 2U, 4sp, 4U, 4sp, 2U, 6sp, 8U
36--10sp, 2U, 6sp, 2U, 3sp, 5U, 2sp, 2U, 2sp, 5U, 3sp, 2U, 6sp, 2U
37--4sp, 2U, 2sp, 4U, 6sp, 2U, 4sp, 14U, 4sp, 2U, 6sp, 4U, 2sp, 2U
38--4sp, 2U, 2sp, 6U, 4sp, 2U, 6sp, 10U, 6sp, 2U, 4sp, 6U, 2sp, 2U
39--4sp, 2U, 2sp, 8U, 3sp, 2U, 9sp, 2U, 9sp, 2U, 3sp, 8U, 2sp, 2U
40--4sp, 2U, 2sp, 10U, 2sp, 2U, 2sp, 2U, 4sp, 2U, 4sp, 2U, 2sp, 2U, 2sp, 10U, 2sp, 2U
41--4sp, 4U, 2sp, 8U, 2sp, 2U, 4sp, 2U, 2sp, 2U, 2sp, 2U, 4sp, 2U, 2sp, 8U, 2sp, 4U
42--4sp, 4U, 2sp, 10U, 2sp, 2U, 2sp, 2U, 2sp, 2U, 2sp, 2U, 2sp, 2U, 2sp, 10U, 2sp, 4U
43--4sp, 4U, 2sp, 10U, 2sp, 2U, 2sp, 2U, 2sp, 2U, 2sp, 2U, 2sp, 2U, 2sp, 10U, 2sp, 4U
44--4sp, 4U, 5sp, 7U, 2sp, 2U, 4sp, 1U, 1sp, 2U, 1sp, 1U, 4sp, 2U, 2sp, 7U, 5sp, 4U
45--4sp, 5U, 4sp, 9U 2sp, 2U, 3sp, 4U, 3sp, 2U, 2sp, 9U, 4sp, 5U
46--5sp, 5U, 3sp, 9U, 2sp, 4U, 2sp, 2U, 2sp, 4U, 2sp, 9U, 3sp, 5U
47--6sp, 6U, 1sp, 10U, 3sp, 10U, 3sp, 10U, 1sp, 6U
48--10sp, 5U, 2sp, 7U, 3sp, 8U, 3sp, 7U, 2sp, 5U
49--12sp, 5U, 13sp, 2U, 13sp, 5U
50--14sp, 7U, 7sp, 6U, 7sp, 7U
51--16sp, 7U, 3sp, 4U, 2sp, 4U, 3sp, 7U
52--19sp, 24U

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*Julius Nelson. Typewriting Mystery Games. Baltimore, Md.; Artistic Typing Headquarters, 1969.

APPENDIX F

IDENTIFYING AND ANALYZING ERRORS

ERROR	CAUSES AND SUGGESTED CORRECTION DRILLS
*Raised Caps	Incorrect shift-key techniques. Do shift-key drills.
*Uneven Printing	Uneven stroking. Practice quick even stroking of keys.
Bottom Keys	Machines may be low. Student may be too close to machine. Raise machine. There should be a handspan of space between typist and machine.
Third Row Keys	Machine may be high. Student may be too far from machine or not sitting erect. Lower machine. There should be a handspan of space between typist and machine.
Middle Keys	Student may not be sitting facing machine; may be facing copy somewhat. Sit directly facing machine, and keep fingers near home keys.
Right Side Keys	Student may be sitting too far to the right of the machine. Body should center opposite J key.
Left Side Keys	Student may be sitting too far to the left of the machine. Body should center opposite J key.
Error After Capital Letters	Student is not getting shifting fingers back to home row. Practice shift-key drills.
Omission Errors	Student may be looking, losing place in copy, and returning eyes to wrong place in copy. Give concentration drills.
Pile-up Errors	Student may be too far from machine. Move up to handspan of space between typist and machine.
Peeking	Student is not sure of reaches. Assign copy that cannot be remembered — keyboard drills, foreign language copy, or type lines backwards.
Number and Symbol Keys	Student is not sure of reach, Recycle the lesson in which the reach is taught.
Transposition	Lack of concentration. Student is typing too fast for control. Type concentration drills and reduce typing speed.

*On timed writings, these may not be considered errors if the entire letter is printed above or below the line or if letters are out of horizontal alignment, providing two letters do not occupy the same space.

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The guide supplements the student's guide in giving instructions on the operation of the transcriber and information on the 20 dictabelts which are transcribed on medical, insurance, government, and communications copy.

Lessenberry, D. D., et al. Century 21 Typewriting, Advanced Course, Teacher's Manual. Pelham Manor, N. Y.: South-Western Publishing Co., 1972.

The manual gives teaching procedures and techniques. It describes methods of using teaching aids and devices for building and integrating skills.

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The manual gives teaching procedures and techniques for the first-year course. It describes and suggests methods for building and integrating skills.

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The instructor's key suggests teaching procedures and techniques. It describes aids and methods of building skill and accuracy in typewriting.

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The booklet describes various methods of teaching based on research. It presents ideas for building speed and increasing accuracy, and techniques for building production typewriting speed.

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The book suggests teaching procedures and techniques for advanced typewriting. It describes methods for increasing production speed and accuracy on business letters, reports, and forms.

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TEXTBOOKS

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This textbook is for an advanced typewriting program. It contains on-the-job applications to give the student the competence, experience, and confidence necessary to operate productively in a vocational environment. Laboratory materials and practice sets are available.

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This textbook is for a one-year typewriting program. It contains two cycles covering basic techniques through problem typewriting. Laboratory materials and instructional wall charts are available.

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This textbook is for a typewriting program for which a complete course in one volume is desired. It contains four cycles covering basic techniques through on-the-job applications. Laboratory materials, practice sets, and instructional wall charts are available.

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This textbook is for a typewriting program for which a complete course in one volume is desired. It contains four cycles with a wide variety of carefully designed and tested learning materials. Laboratory materials, practice sets, and achievement tests are available.

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This textbook covers basic typing techniques and skill building drills. It stresses contemporary topics of interest in the copy and builds competence in academic typewriting. It gives students a basic skill for personal use in a semester.

Reigner, Charles G. Rowe Typing, 6th ed. Baltimore: The H. M. Rowe Co., 1967.

This textbook is for a complete typewriting program. It contains a wide variety of learning materials and practice procedures to develop overall typewriting competence. Budgets of working papers and business papers are available.

Rowe, John L., et al. Gregg Typing, 191 Series, Book One, 2nd ed. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., 1967.

This is the first textbook in a high school program. The emphasis is on developing techniques and developing speed and accuracy. Learning guides and working papers are available for parts in the text.

Rowe, John L., et al. Gregg Typing, 191 Series, Book Two: Vocational Office Typing. 2nd ed. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., 1967.

This is the second of a two-book sequence in an advanced vocational program. It is designed for use in stressing all vocational areas. Learning guides and working papers are available for parts in the text.

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This is the first textbook in a high school program. The activities have been divided into 20-minute modules of instruction, extra timed writing selections, and diversified remedial drills. Learning guides and working papers are available.

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This textbook covers basic typing techniques and skill building drills. It contains specially written copy on contemporary topics; builds competence in academic typewriting; and gives students a functional skill in using the typewriter as a personal writing tool in one semester.

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SUPPLEMENTARY BOOKS

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This text is designed to enrich the learning experiences of technical secretaries and lead to employment in scientific and specialized technical industries. It emphasizes the preparation of technical reports and articles.

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This textbook contains 60 lessons each of which includes warm-up, technique building, special speed building, and special control building practices. It includes straight-copy, skill-comparison, and skill-transfer timed writings.

Blackburn, Norma Davis. Legal Secretaryship. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1971.

The text contains legal terms, definitions, and the preparation and typing of legal reports and forms.

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This text has seven units dealing with the medical assistant's career and office responsibilities. The typing of medical records, financial records, and medical reports is stressed.

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A quick reference for spelling and division of medical words.

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This text contains syllable sprints, rhythm runs, phrase spurts, and reach reviews to increase speed and accuracy. Timings are from one through ten minutes in length.

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This book contains production and timed problems. It stresses preparation for Civil Service straight-copy and typing examination materials.

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Contains current research on methods of teaching, learning activities, and testing activities in business education subjects.

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This set of tools provides a divergence from routine typing exercises, yet at the same time requires careful attention to following detailed directions to complete the game.

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This book provides a source of practice material to improve straight-copy performance; to measure basic skill; to present information on a variety of topics; and to provide ideas for composing at the typewriter.

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This book provides the one-handed person with a keyboard approach that will be quickly functional for persons with either the right or left hand. After this textbook is completed, the student may then use any typewriting textbook.

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This text contains 17 projects on medical forms, medical fill-in forms, and the financial reports used in the hospital in billing patients and insurance companies.

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This book is designed to help typists make swift gains in speed and accuracy. It stresses writings from 15 seconds through five minutes on content developed for speed and accuracy.

PERIODICALS

Balance Sheet. South-Western Publishing Co., 5101 Madison Road, Cincinnati, Ohio.

Free. Contains information on typewriting materials and instructional methods.

Business Education Forum. National Business Education Association, 1201 Sixteenth Street, NW., Washington, D. C.

Free to NBEA Members. Single copy price $2. Contains information on latest business education research.

Business Education World. Gregg Publishing Division, McGraw-Hill Book Co., Inc., Hightstown, N. J.

Free. Contains information on typewriting materials, methods, and recent research.

The Journal of Business Education. Trethaway Publishing Co., Inc., 512 Brooks Building, Wilkes Barre, Pa.

Nominal fee. Contains research on all areas of business education.

The Rowe Budget. The H. M. Rowe Company, Baltimore, Md.

Free. Contains information on typewriting textbooks and instructional materials.

The Secretary. National Secretaries Association International, 2440 Pershing Road, Suite G-10, Kansas City, Mo.

Contains up-to-date office techniques and simulated office jobs.

Today's Secretary. Gregg Publishing Division, McGraw-Hill Publishing Co., Inc., Hightstown, N. J.

Teachers Edition: Teacher aids in the use of periodical.
Students Edition: Contains up-to-date information on office skills and techniques.

FILMS (MCPS FILM LIBRARY)

F 5385 Posture and Keyboard, 21 minutes, B & W.

Shows the importance of good posture in improving typing ability and explains interrelationship between the typist, the typewriter, and the striking action of the fingers.

F 2947 Typing Skills: Building Speed, 11 minutes. Color.

A typist learns that building speed can be achieved only through practice.

F 2946 Typing Skills: Daily Job Techniques, 14 minutes, Color.

Shows how a typist can increase output by organizing his/her work.

F 6037 Typing Skills: Position and Keystroke, 11 minutes, Color.

Uses slow motion photography from a time and motion study to show the role keystroke plays in good typing practices.

F 5456 Typing Techniques, 21 minutes, B & W.

Demonstrates the common errors which typists make and explains proper typing techniques. Shows how to take care of a typewriter.

RECORDS

Records for Gregg Typing, 191 Series: Keyboard Drills and Exercises. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., n.d.

This series of four boxes is correlated with Gregg Typing, 191 Series, Lessons 1-19. These may be used for keyboard mastery and skill development. Boxes may be purchased individually.

Typewriting Rhythm Records, 16-60 Series. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., n.d.

This series of rhythm records may be purchased as a complete set of 12 records or as two separate sets of six records each. For Set 1 (first year), speed ranges between 18 to 44 wam. and Set 2 (second year), speed ranges between 36 to 60 wam.

TAPES

Century 21 Typewriting: Instructional Tapes. Cincinnati: South-Western Publishing Co., n.d.

This is a set of 20 cassette reel-to-reel tapes, providing dictation practice during the keyboard learning, guided writings with individual goals, and time-pressure writings of various durations.

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This is a set of 15 cassette or reel-to-reel tapes correlated with the first 30 lessons of 20th Century Typewriting.

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This is a series of 12 tapes, correlated with Gregg Typing 191 Series, Lessons 25-48, available in reel-to-reel, cassette, or EFI Audio Notebook. These may be used for skill development.

---. Gregg Typing Tapes, 191 Series: Keyboard Course. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., n.d.

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Rowe, John L., et al. Instructional Recordings for Typing 300: Keyboard Presentation. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., 1972.

This is a set of 15 cassette or reel-to-reel tapes which coincides with the Typing 300 text for use in reinforcing the presentation of the text materials.

---. Instructional Records for Typing 300: Patterned Typing Procedures. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., 1972.

This is a set of ten cassette or reel-to-reel tapes which coincide with the Typing 300 text for use in reinforcing the presentation of the text material.

---. Instructional Recordings for Typing 300: Speed and Accuracy Improvement Drills. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., 1972.

This is a set of five cassette or reel-to-reel tapes which coincide with the Typing 300 text for use in reinforcement of textbook presentations.

Typewriting Speed/Control Building Cassettes. Pelham Manor, N. Y.: South-Western Publishing Co., n.d.

This is a set of four cassettes designed to improve speed and control performance on (1) straight-copy writings; (2) guided writings; (3) skill-comparison writing; and (4) skill transfer writings.

Wanous, S. J., and Bennett, James. Personal and Professional Typing, Instructional Tapes, 4th ed. Cincinnati, Ohio: South-Western Publishing Co., n.d.

These tapes correlate with the first 25 lessons of Personal and Professional Typing.

TRANSPARENCIES

Century 21 Typewriting: Transparencies. Cincinnati: South-Western Publishing Co., n.d.

These are 100 transparencies, divided into four volumes: Machine Manipulation, Learning the Keyboard, Basic Typewriting Operations, and Special Applications.

Rowe, John L., et al. Transparencies for Typing 300: Production Transparencies, vol. 1. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., 1973.

This is a set of 60 visuals to coincide with Typing 300, Volume One (first year).

---. Transparencies for Typing 300: Production Transparencies, vol. 2. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., 1973.

This is a set of visuals to coincide with Typing 300, Volume Two (second year).

Transparencies for Gregg Typing: Transparency Library. Hightstown, N. J.: Gregg/McGraw-Hill Publishing Co., n.d.

This set of transparencies is comprised of six volumes covering keyboard (alphabetic); keyboard (numbers and symbols); tabulation; forms; manuscripts and reports; and correspondence (in two books). These may be purchased separately.